

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12IL15**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Ms. Moira Arzich

Official School Name: Fry Elementary School

School Mailing Address: 3204 Tall Grass Drive  
Naperville, IL 60564-8253

County: Dupage State School Code Number\*: 1902220402024

Telephone: (630) 428-7400 E-mail: moira\_arzich@ipsd.org

Fax: (630) 428-7401 Web site/URL: http://fry.ipsd.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Kathryn Birkett Superintendent e-mail: Kathryn\_Birkett@ipsd.org

District Name: Indian Prairie CUSD 204 District Phone: (630) 375-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Curt Bradshaw

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 21 Elementary schools (includes K-8)  
(per district designation): 7 Middle/Junior high schools  
3 High schools  
0 K-12 schools  
31 Total schools in district
2. District per-pupil expenditure: 6637

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	44	33	77		7	0	0	0
1	46	57	103		8	0	0	0
2	73	56	129		9	0	0	0
3	65	60	125		10	0	0	0
4	71	69	140		11	0	0	0
5	67	66	133		12	0	0	0
Total in Applying School:								707

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
27 % Asian  
3 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
62 % White  
5 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	17
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)].	52
(4)	Total number of students in the school as of October 1, 2010	801
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 5%  
 Total number of ELL students in the school: 32  
 Number of non-English languages represented: 13  
 Specify non-English languages:

Japanese, Korean, Vietnamese, Malaysian, Punjabi, Hindi, Telugu, Arabic, Urdu, Mandarin, Spanish, Gujarati, Polish

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 20

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 30

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>9</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>1</u>
Total number	<u>52</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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The success of Fry School is due in large part to the partnership that has been developed between the Fry staff and its community. Fry Elementary School is a public school located in the suburban community of Naperville, Illinois. During the time span that Fry has been open, Naperville has been listed as one of the best places to live in America by Money Magazine. Fry is part of Indian Prairie School District #204 and was established in 2001. Indian Prairie School district supports 33 educational facilities serving 28,990 students. Fry opened its doors to serve 373 students and has educated as many as 872 students in a given year.

Fry School Mission Statement is: To provide a nurturing, academic environment in which all students can learn to think critically and creatively, interact cooperatively, and live responsibly in order to achieve their fullest potential; to foster a collaborative environment that encourages all building staff to share expertise, techniques and philosophies that enhance professional development; and to promote an alliance among all students, parents, staff and members of the community that prepares students to contribute to society.

Through Fry's mission statement, we recognize that children develop at different rates, and the focus is to foster individual growth in both academics and human development. The educational challenge is to produce a student who has learned how to learn, one who has learned how to adapt to change, and one who knows that the ultimate security lies not in possessing knowledge - because it will surely change - but in the ability to seek it and use it.

Student work and progress is assessed on a daily basis. Staff will continually ask, "Is the rate and content of learning sufficient?" We continually seek growth and improvement. Strategies and techniques are employed so that every child will be successful. We will continually seek to provide the environment that will enable every child to be the best that they can be; to become learners for the rest of their lives. This exceptional school has six Nationally Board Certified Teachers, knowledgeable dedicated staff, and a strong parent community. The students' performance on the Illinois Standardized Achievement Test consistently exceeds the No Child Left Behind requirements. In addition to standardized testing, students consistently perform at high levels on the Curriculum Based Measurements that are benchmarked three times a year at all grade levels.

To help maintain the high level of performance of students at Fry, the staff provides various services and programs. Listed below are just some of the opportunities offered at Fry Elementary School.

- Comprehensive curriculum for children in kindergarten through fifth grade
- Social emotional learning
- Speech therapy services
- Extracurricular activities; sports; academic clubs, social clubs, fine arts clubs
- Computer labs and technology curriculum; technology infused into the curriculum
- Instrumental music program comprised of band and orchestra, grade five
- Choral program in grades four and five
- Comprehensive achievement and abilities testing
- School social work and counseling services
- School health services
- Comprehensive special education services
- Comprehensive library and media services
- Extensive PTA and parent volunteer programs

- Gifted education curriculum and enrichment services
- Accelerated math placements for students 1 year advanced and more

Fry Elementary School, now and in the years to come, will continue to prepare students to be 21st Century Learners and achieve to their highest potential.

In the words of Abraham Lincoln, “A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things that you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, states, and nations. He is going to move in and take over your churches, schools, universities, and corporations...the fate of humanity are in his hands.”

Fry staff is dedicated to prepare each and every one of its students for this monumental responsibility. We believe Fry School is worthy of Blue Ribbon status due to the scope and depth of our outstanding foundation of core academics, enrichments, community involvement, and dedicated staff. In working collaboratively with all of these stake holders, Fry staff is able to effectively accomplish those goals and tenets detailed in Fry School’s mission.

### 1. Assessment Results:

Third through Fifth grade students at Fry School are assessed annually, using the Illinois State Achievement Test (ISAT). This assessment measures student performance in math and reading. Math assessment covers: number sense, measurement, algebra, geometry, data analysis, statistics, probability, and written response items to display mathematical/strategic knowledge. Reading assessment covers: vocabulary, reading strategies, reading comprehension, literature, and extended response items which ask students to analyze, make connections, and draw conclusions.

ISAT levels for proficiency provided by the Guide to the 2011 Illinois State Assessment are listed below:

**Exceeds Standards:** Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

**Meets Standards:** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Overall student performance on ISAT during 2011 assessment is included below for Fry School:

3rd grade students: 97.8% meets and exceeds in reading and 99.3% meets and exceeds in math

4th grade students: 96.2% meets and exceeds in reading and 99.3% meets and exceeds in math

5th grade students: 95.2% meets and exceeds in reading and 97.0% meets and exceeds in math

In Fry's 2011 reading scores, the percent of students in the exceed grade level category for grades three to five was 56.1, 58.0, and 59.9% respectively. In Fry's 2011 math scores, the percent of students in the exceed grade level category for grades three to five was 85.7, 64.9, and 58.7% respectively. These reading and math performance scores are up to the school's standards and are among the top ranking of our district and state.

Trending scores on the ISAT indicates student growth over the past five years in both reading and math as indicated below.

#### Reading:

3rd grade: 92.6% in 2005 to 97.8% in 2011

4th grade: 91.8% in 2005 to 96.2% in 2011

5th grade: 93.0% in 2005 to 95.2% in 2011

#### Math:

3rd grade: 97.5% in 2005 to 99.3% in 2011

4th grade: 98.6% in 2005 to 99.3% in 2011

5th grade: 98.6% in 2005 to 97% in 2011

In Reading and Math at all three grade levels, the achievement gap is less than 10% in all General Education subgroups. Fry School's expectation is for students to move from meeting expectations to exceeding expectations based on state standards. Students with Individual Education Plans (IEP) achieved 70% and 80% in reading and math, respectively.

Recognizing an existing achievement gap in the IEP sub-group in reading and math, instruction has been focused on closing this gap. In addition, Fry continues their emphasis on moving all students from meeting standards to exceeding standards.

Specific factors which impact student learning and help to close the identified gap:

#### Reading

##### Grades K to 5

- One on one early intervention in Kindergarten and First grade
- Identification of at risk readers or language delayed learners
- Emphasis on phonemic awareness
- Emphasis on vocabulary and word study
- Ongoing collection of student learning data to quantify student learning such as running records and sight word recognition
- Enrichment for advanced readers
- Differentiated instructional groupings to meet individual learning needs
- Thematic studies and integration of content areas to enhance vocabulary and contextual understanding
- Curriculum supported by English language teacher for ELL students
- Reading improvement teacher and reading interventionist for students reading below grade level
- Curriculum enhancement by gifted education teacher for advanced learners
- Using Professional Learning Community model, vertical articulation of comprehension strategies to maintain the consistent use of reading strategies between grade levels
- Weekly review of individual student learning in grade level PLC teams
- Library Media Center, with a certified library media specialist, where students utilize technology, access books, and do research

#### Math, Grades K-5

- Basic number sense is strengthened through the use of daily timed math operation tests outside of 60 minute block
- Interactive instruction encourages students to apply critical thinking and problem solving
- Differentiated instruction provides enrichment and support
- For students in grades 3-5, Math acceleration class placements for advance students at least one grade level above their current grade level to meet their learning needs

Below are the overarching factors for Fry's high student performance:

- Use of criterion based measurement to measure and monitor student growth, benchmarked three times a year
- Setting Smart Goals in reading and writing for grade levels and IEP students
- Formative and summative assessments of learning
- Ongoing analysis of assessment data to adjust and modify instruction
- Use of the Instructional Practice Inventory to achieve higher student engagement
- Incorporating multiple technologies provided by the district and the PTA in curriculum delivery and implementation
- Use of Positive Behavior Implementation System to encourage positive behavior and respect
- Collaboration between special education support staff members and general educators
- Instructional leadership team and administration plan and implement professional development for Fry staff

The above factors contribute to Fry School's high performance. These measures also influence the intense push to close the achievement gap between general education and IEP students. Excellence is achieved at Fry because there are high levels of trust and communication between parents, students, educators, and administrators. When all aspects of the Fry's stake holders are nurtured and valued, from the youngest student to the highest decision maker, there is no limit to what can be achieved.

## **2. Using Assessment Results:**

At the beginning of each academic year the entire Fry staff meets and reviews ISAT, Curriculum Based Measurement (CBM), as well as Positive Behavioral Interventions and Supports (PBIS) data. Reviewing

of these Assessments is necessary in order to understand the global and specific needs of the students. Once the staff has received the academic and behavioral data for the school they begin the process of using the assessment results to develop appropriate individualized and group curriculum and instruction. The staff additionally uses CBM assessment data obtained via benchmarking three times a year. CBM and PBIS data is reviewed at six week data review meetings to adjust and influence instructional needs.

Effective discussions and program development using assessment data occurs within the Fry School Professional Learning Communities (PLC). These PLCs are comprised of grade level teachers and critical support staff. During these meetings student scores are reviewed and analyzed. The teams use the breakdown of ISAT data to review students' performance level in one of the following categories: academic warning, below, meets and exceeds standards level. CBM data is divided into three tiers: Tier 1 (green), Tier 2 (yellow) and Tier3 (red). This data allows teachers to quantify and identify student learning needs for instructional adjustments and modifications.

At each benchmarking period, as well as during six week data review meetings, assessment data is reviewed and analyzed to identify the specific needs of each student. Assessment data is used to identify flexible guided reading groups, enrichment groups, accelerated math placement, gifted programming, and out of the classroom research based interventions/strategies. Best practice strategies and programming is determined for all students to help them obtain their optimal potential.

As PLCs, collegial sharing of effective strategies to address identified concerns provides support for student achievement. Additional support is provided through the Individual Problem Solving (IPS) process that focuses on individual students' academic and behavior goals. IPS is for students in which CBM data falls in Tier 3 (red) and current programming is not supporting closing the achievement gap. PBIS data is used as well to help determine behavioral information that may impact student learning. At an IPS meeting the main problem impacting learning for the student is identified, a hypothesis is determined and further data is collected to test the hypothesis. Once the hypothesis is tested an individual goal is set for the student and is monitored weekly. This process is a fluid system, allowing for students, teachers, support staff and parents to understand, work towards, and achieve success.

In between the six week data reviews and benchmarking, the PLCs meet weekly and use both formative and summative assessments to help drive decisions with adjustments and modifications to their instruction.

An integral part of Fry school's formative assessment is the student self-assessment component. Students self-assess in a variety of ways. For example, students demonstrate their knowledge and understanding of a lesson's learning target by utilizing technology through an interactive smart board. Students place an icon on a target indicating their competency level. Students and teachers are able to use this assessment to get an immediate understanding of their current level of understanding.

Using another form of self-assessment students' rate their work in comparison to criteria defined examples using a rubric. This allows for immediate individualized feedback and provides the opportunity for students to self-monitor and achieve autonomy.

Reflective practice is evident as students write and reflect on their learning. These student self-assessments and reflective pieces are used by the teachers to guide instruction and provide valuable information that is shared with parents.

A critical piece of using assessment data to make decisions is communicating the results with all stakeholders involved. Communication of Fry's assessment data and instructional practices is shared with the parents, students and the community in a variety of ways:

Individual student ISAT data is reported to parents in the fall of each school year. The parents and community are able to review overall school performance through the School Report Card and district/school website. Additionally, CBM results are sent home to parents three times a year after each benchmarking period. (Fall, Winter, and Spring)

Parents are an integral part of student success. Teachers actively communicating with parents through parent-teacher conferences, e-mail, individual phone calls, newsletters, web postings and communication through backpack mail. Various aspects of assessment and corresponding data are communicated through these avenues. Summative, formative and student self-assessment are discussed at conferences, phone conferences and written communications. Newsletters and web postings keep parents current on formative and summative assessment timelines.

The use of assessment data over the last five years, as well as years prior, has enabled Fry's staff to help every student work towards his or her highest potential.

### **3. Sharing Lessons Learned:**

Fry School shares successful strategies through a district electronic curriculum and lesson database, professional development, mentoring, district committees, district common core committee, and state level professional organization involvement.

Curriculum Pioneers - Many teachers share lessons through contributions to the district's electronic data base. The lessons shared range from Kindergarten to grade twelve and cover all academic areas. Teachers from other schools have benefited from these lessons, and some request lessons be put onto the lesson database by Fry staff because they were so well written.

Professional Development Providers - Fry teachers take an active role in leading district and state level meetings and classes. For example, the entire team of second grade teachers led workshops on Institute Day, both art, music, and Kindergarten educators presented at their state conventions. National Board certified teachers host workshops for district teachers and staff in their expert areas such as technology enhancing lessons, parent communication, book studies, and art extension curriculum, etc. Fry teachers travel to district schools to support teachers in many curricular areas: trained staff in Instructional Practice Inventory did walkthroughs in other schools to give feedback to enhance their instructional level. Fry teachers mentor other staff members in a variety of roles around the district. Fry staff members host student teachers from colleges and universities from around the state annually.

District Committee - Two selected delegates from Fry are members of the District Writing Committee. These members collaborate with other district teachers to analyze and enhance the writing curriculum and revise the district writing rubric and assessment, which will roll out district wide in 2014.

District Common Core Committees - Five teachers from Fry School petitioned for spots on this exclusive committee – a three year commitment that requires extensive knowledge of the curriculum and common core standards. Of these teachers, two are drafting a new math curriculum to align with the common core standards, which Illinois and our district has adopted. Another Fry teacher along with the LMC Director and Speech Pathologist are rewriting the Language Arts curriculum to align with common core standards.

State Test System - One Fry teacher is invited to be participant of the Illinois Certification Testing System to evaluate basic skills and content area tests. Teachers participate in an online survey from Illinois Assessment Consequences Evaluation (IACE) study, which explores intended and unintended consequences of the ISAT reading and math assessments.

Overall, Fry School teachers are active participants and leaders in district and state initiatives. Fry staff's commitment to sharing successful strategies have impacted student learning far beyond the direct delivery of daily lessons and curriculum in our school.

#### **4. Engaging Families and Communities:**

Fry School has successfully collaborated with family and community members to enrich the students' experiences. The administration and staff use a variety of means of electronic communication to keep all family and community members posted with necessary details and events: email, Blackboard, blogs, and the school website.

Volunteers are an integral part of our students' success. There are volunteers supporting students with a variety of enrichment opportunities throughout the day. Parents are invited into the classrooms to work with students in one on one, small groups, and whole class activities. The Library Media Center utilizes volunteers to assist students with book check out, run reading incentive programs, and research as well reorganize materials for student use. Parent volunteers also maintain a student art work display case that promotes self-esteem and extracurricular dedication.

Fry has a very active and involved Parent Teacher Association. One staff member serves on the executive board as PTA secretary and works closely with the other board members promote opportunities to enrich student learning. The PTA raises funds to sponsor assemblies, Junior Great Books, and Artist in Residence to enrich student learning in the classroom. The PTA also sponsors community outreach programs which enable students to have an active role as contributing members of the community. For example, annual collection of used school supply materials donated to relief programs in Haiti, Illinois Very Special Arts, Sisseton Native American tribe, is a collaboration of staff, student council, student body, parents and community members. Our PTA has collaborated with Fry staff over the last three years to improve instruction by providing technology to enhance the curriculum and further 21st century learning. Our PTA has donated more than \$50,000 worth of Smart Boards, projectors, and document cameras to ensure a technology infused environment. We continue to work together to provide the best possible learning environment for our children.

Fry School also has active partnerships with local businesses. Junior Achievement volunteers come in to share economic lessons with all grade levels. We have businesses that provide donations and assist in fundraisers which support programs here at Fry School. We have committees of teachers and staff that meet with these partners to plan and implement these activities and programs. Fry School also works collaboratively with the township government. One issue of great importance to the school and community is cyber bullying. Wheatland Township is working with Fry School to help and raise awareness and educate families about cyber bullying.

### 1. Curriculum:

The curriculum of Fry School is composed of district adopted curriculum, teacher selected enrichment curriculum, and supplementary materials for remediation and differentiation. The content chosen is in alignment with state standards and district goals.

Curriculum is taught based on the readiness level of students to ensure that curriculum delivery is at students' proximal learning levels. Instruction is provided to promote learning at the next level in order to achieve maximum student learning. This process includes the use of district provided materials, teacher's professional judgment, specialists' input, and careful consideration of students' learning needs and modalities. For example, when second grade teachers select a learning target such as "recognize the difference between fact and opinion", the lesson begins with students' self-reflecting on the learning target. Students continuously reflect on their learning throughout the lesson. This reflection process is one form of formative assessment that helps teachers adjust curriculum pacing and complexity. Thus, curriculum modifications, accommodations, compacting, or differentiation will be readily provided to maximize student learning. One commonly used strategy is guided sessions, which are tailored for specific target groups. Students are divided into groups of four to six. Groups are flexed according to students' ability or performance levels. As one tours Fry School, one will observe different grade level teachers delivering curriculum customized to students' needs in guided reading/math groups, learning stations, and independent work centers.

As a student focused school, Fry's staff strives to provide a multi-faceted curriculum and a pleasant learning environment where students can prosper and flourish. For example, first grade "Health Night" is a culminating event of the Human Body and Nutrition unit. Students invite their parents to engage in physical exercise together. These hands-on experiences are carefully planned to apply the knowledge learned from the units in science, reading, and physical education. Authentic learning occurs as fourth graders go to the Art Institute of Chicago and Naper Settlement in Naperville enriching their art and social studies curricula through both locally and world renowned resources. For the fifth grade "Cultural Celebration", students learn the importance of embracing diversity, cultural tolerance, and acceptance in their class, community, state, and nation. The evening's celebration of food, games, and performances encompass social studies, art, and music curricula. Teachers and students use technology to enhance the curriculum while building 21st Century Skills. Current events and relevance of curriculum are taken into consideration so that students are not confined to book knowledge but are confronted with timely issues to promote critical thinking and increase knowledge of the world. Through the use of classroom sets of non-fiction texts such as: Time for Kids, Scholastic News, Scholastic Art, or National Geographic, students are provided with content that equips them for becoming a global citizen.

Furthermore, teachers collaborate to plan curriculum differentiated for all learners. Weekly meetings of teachers, special educators, and specialists such as speech pathologists are held to address the needs of learners. Interventions are put in place to support learning. Parent input is solicited when making educational decisions. Through discussions, email, and notes, teachers and support team members are in constant communication with the common goal of bettering students' education experience to achieve maximum impact.

In conclusion, the quality curriculum at Fry School is a culmination of district provided materials, teacher's careful selection and delivery, wise investment in current event based materials, and drawing on each other's expertise. All these efforts are answers to the call of educating tomorrow's citizens, who are ready to be pillars of the twenty-first century.

## **2. Reading/English:**

Fry provides a literacy rich environment for its students. An atmosphere is designed in which students interact with a wide variety of text in all curricular areas including science, social studies, art, music and P.E. This design gives students a foundation for reading that will allow them to become confident metacognitive readers.

Fry's reading instruction framework consists of five components.

1. Systematic word study: Teachers teach word analysis and vocabulary to comprehend and compose a variety of texts.
2. Comprehension strategy instruction: Teachers clearly teach the mental processes and approaches used to construct meaning from text. Some of the strategies taught are making connections to texts in various ways and summarizing fiction and nonfiction text.
3. Fluency: Teachers explicitly teach strategies to enable a reader to read orally with "automaticity," speed, accuracy, and proper expression for comprehension. This is done through a variety of approaches. Readers' theater, choral and echo reading, repeated reading and poetry are all used from Kindergarten to fifth grade.
4. Reading responses: Teachers provide numerous opportunities for readers to identify and interpret literal and inferential ideas from the text. Students demonstrate this understanding in a variety of ways from oral discussions and graphic organizers all the way through a fully developed written response.
5. Literature study: Students learn to understand different types of literature with scaffolding to take them to a higher level.

The process used to implement Fry's reading curriculum is through read aloud, shared reading, guided reading, independent practice, and interactive reading. Students practice and apply learned skills and strategies during various reading and writing activities in the classroom. Assessments are used to identify the various needs of students. With this information, students and teachers work together to create goals for each student's learning. Differentiated instruction is used for all students from below grade level readers to advanced readers. If a student is performing below grade level, that student will receive reading interventions to work on the skills that are deficient. In addition to working with the reading specialist or other educators, these students also spend additional time in small groups with classroom teachers. Students who are performing above grade level receive specialized instruction to teach them to critically synthesize and analyze higher level text.

Fry students develop ownership of their learning becoming life-long learners that move from learning to read to reading to learn and finally to developing a life-long enjoyment of reading.

## **3. Mathematics:**

At Fry Elementary we envision a mathematically rich environment where students are challenged and equipped with math skills and strategies. Students are empowered to apply mathematics in all aspects of their lives. Fry School's mission is to prepare all students to apply mathematics in an ever-changing world through the use of basic skills, reasoning, problem solving strategies, and technological resources. Our program at Fry Elementary emphasizes:

- The process of problem solving within real life context
- Confidence in using mathematics meaningfully
- The value of mathematics
- Mathematics within a broad range of context
- Communicating mathematically
- Opportunities for learning and collaboration for teachers, parents, and communities

Fry School's math program actively involves students exploring, investigating, discussing and questioning mathematics. This is accomplished via classroom discussions, use of manipulative materials, appropriate technology, on-going application of concepts, and utilization of computational skills. An encouraging and supporting environment promotes exploration, understanding, and creativity at Fry School. Instruction is collaboratively planned by grade level teams.

Scope and sequence for K-5:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

The curriculum is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills. New concepts that are introduced in the early primary levels are built upon and developed until students master the skills in later grades. The instruction is balanced to include time for whole-group instruction, as well as small group, partner, or individual activities. Teachers at Fry include opportunities for open-ended, hands-on explorations, long-term projects, and on-going practice. A supplemental program is added to the curriculum to ensure students' mastery of basic facts.

Common assessments are developed and data is reviewed regularly. Formative assessments are used daily to plan and implement guided math lessons. Through the use of guided math lessons both lower performing students as well as high performing students receive specific instruction to meet their individual needs. The Accelerated Math program allows students in grades 3-5 to test into an advanced math curriculum. An average of 44% of our 3-5 grade students qualify for Accelerated Math at Fry Elementary which is a testament to the rigorous curriculum provided in the primary grades.

#### **4. Additional Curriculum Area:**

Fry students' acquire the essential skills and knowledge outlined in the school's mission statement through our exemplary visual and performing arts programs. Students have dedicated times each week to experience the arts in classrooms devoted specifically to those programs with educators that are certified content specialists.

As part of the arts program, we infuse technology into teaching and learning. Students have opportunities to use 21st century skills that have been incorporated into the arts curriculum. We have interactive whiteboards in each classroom, including the arts. Teachers are able to bring in a variety of sources through their use, and students use them to interact with the content and to self-assess. This nurtures their ability to become critical thinkers. Both, music and art, take the students into the computer lab to teach them how to use technology as a tool to further their creativity. Students compose music and create artworks skills which can be applied into other disciplines and curricular areas.

These specialists, in collaboration, provided an opportunity for our second grade students to participate in a multidisciplinary African unit that culminated in a sing and share event that showcased the work they had been doing in Art, PE, and Music class. Participating in this opportunity students establish a foundation of collaboration, creativity, critical thinking and cooperation, the skills needed to contribute to society.

One way that we promote an alliance among students, parents, and staff is during third grade art night where students become the teachers and demonstrate their subject matter mastery. This is a cooperative activity where the staff members facilitate, the parents become the learners, and the students showcase their expertise.

Our specialists are part of professional learning communities that meet regularly with their counterparts in other schools in the district. Conversations focus on student achievement, best practices, and incorporating emerging instructional ideas.

## **5. Instructional Methods:**

Fry Elementary consists of a diverse population of learners. All students' needs are met in the classroom through guided math, reading, and writing lessons. Some students are involved in enrichment and intervention groups outside the classroom.

At Fry Elementary School, we address writing instruction from three angles; instruction to the entire group, focus groups, and one-on-one conferences to meet the specific needs of the individual student. Teachers work with small groups of students with similar skill levels in guided writing experiences. A key component to guided writing is formative assessment during the writing process to help students and teachers learn which skills need to be emphasized before the summative assessment. Students publish writing pieces through the use of Microsoft Word, Publisher, and Power Point. Many Fry students submit their writing for a yearly publication as well as participate in the Young Author's program.

Technology is used throughout all areas of instruction. Some students at Fry are familiar with the Dragon Speech Recognition program. This program helps students who struggle with fine motor skills. Students speak their thoughts into a microphone and their words are written out. Another use of technology that facilitates student learning is the use of the Smartboard. Daily interactive lessons are created by teachers at Fry to support the needs of all students. Students are able to view, create and modify rubrics that meet the needs of the class. For students who are unable to follow multiple step directions supported education teachers create process strips and visual direction pictures to improve student achievement. Additionally, using flip cameras teachers create movies for process examples that can be viewed by students as needed.

During guided math, new material is presented to the whole class, followed by small group instruction that is based on the individual students' skill needs. Struggling students are provided readiness skills related to the new concept while others who are secure with the skill are challenged with enrichment activities. Several classrooms also have incorporated a website called Xtramath into the math curriculum to help students' mastery of basic facts. This allows each student to practice basic facts tailored to their own individual needs.

Teachers use Guided Reading as an instructional strategy to meet the varying needs of the students. Fry School has a book room with hundreds of leveled readers both fiction and non-fiction. Students are flexibly grouped into skill groups and teachers also engage in individual reading conferences. Teachers and students regularly access leveled readers available on-line through our school subscriptions. In addition, teachers use leveled readers from our Social Studies and Science resources to integrate curriculum.

## **6. Professional Development:**

The teachers and staff at Fry School participate in numerous professional development programs (PD) within the school and district which positively impacts student achievement.

Staff members serve on building, district and state level committees. They have and continue to engage in developing district curriculum, creating common assessments, and participation in district PD.

The Instructional Leadership Team in collaboration with Fry's six National Board Certified teachers provide ongoing support and PD for Fry School and district. Many staff members have pursued post-graduate degrees, dual certifications, specialist certifications, and teaching endorsements. Newly hired teachers are supported through mentorship by experienced educators. Voluntary PD opportunities

initiated by staff enhance instructional practice. Professionals from outside of our school have provided PD sessions including technology, writing, math, and science best practice.

Each Wednesday a dedicated sixty minute PD block, planned and implemented by the school's instructional leadership team focuses on student achievement. Some examples of ongoing PD are in the areas of guided reading, data analysis of student benchmarks, creating common assessments, best practices, and literature review. Besides core academics, Fry PD includes Professional Learning Communities, Seven Strategies of Assessment for Learning, Positive Behavior Intervention Systems, and the Charlotte Danielson Framework for Teaching. Each Thursday morning grade level teams meet to discuss professional development and how to implement learning targets and plan core instruction for students.

Additionally, Fry staff has forty-five minutes daily to collaborate with grade level teams, special education teachers, library media specialist, ELL teachers, building interventionist, reading specialist, school psychologist, social worker, speech language therapist, as well as autism and behavior specialist. These teams share a common plan time daily to coordinate and develop programming to meet academic standards.

Through imbedded PD and the PLC model, Fry staff is able to design differentiated instruction to meet the needs of individual learners using formative and summative assessments to monitor student learning. Fry students take an active part in their own learning by setting learning goals and monitoring academic and behavioral progress in a quarterly self-reflection. With these PD opportunities in place and our ongoing commitment to elevate academic achievement, students will reach their highest learning potential.

## **7. School Leadership:**

Fry School's mission statement is to provide students with a nurturing academic environment that allows students to think critically, creatively, interact cooperatively and live responsibly in order to achieve their fullest potential. The principal and the leadership team share an integral role in ensuring the continuance of the development and implementation of Fry's mission.

The principal has worked collaboratively with the student service coordinator and building Instructional Leadership Team (ILT) to assess our current practices, research new methodologies, and provide staff with professional development. The principal conducts goal setting conferences with individual staff member to review his/her personal professional development goal. Principal's evaluation of staff members through formal observations ensure staff performance is aligned with the district standards. Conducting informal observations, the principal provides timely feedback to staff members to improve instruction and student learning. The principal chairs and leads ILT to develop long term plans for school improvement and staff development. Through participation in team meetings, the principal provides guidance for staff to work as a professional learning community. The principal works collaboratively between staff and parents to build strong relationships and encourage conversations focusing on students.

The Instructional Leadership Team provides the structure of the school. This is a team made up of grade level leaders, support team leaders, the Library Media Center director, and the Student Service Coordinator. Together they develop long term plans for school improvement and staff development. Through this team, decisions are made and communicated to staff members so that policies can be implemented, programs can be executed, and resources can be allocated equitably to impact student learning. ILT collects feedback from teammates to report back to the ILT so appropriate decisions are made. The leadership system is effective in supporting communication and decision making that encourages high student performance and achievement.

The principal and ILT set Smart Goals, which are measurable and realistic goals, to steer the school in a positive direction. This influences the setting of grade level team Smart Goals. Staff are encouraged to share instructional practices and observe each other's classrooms to view best practice to further professional growth.

Through the empowerment of the principal, the community supports the goal of the principal and leadership team with a hands-on approach to providing a nurturing environment. Parents are encouraged to participate in every aspect of the educational process such as parents reading with students, Art Awareness, providing enrichment materials, volunteering in school, assist students with learning, host community events, and create humanitarian service projects with the students. Their efforts help foster an environment that supports students beyond learning core academics.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	99	100	99	97	98
Exceeds	86	82	78	68	71
Number of students tested	140	124	176	142	160
Percent of total students tested	98	100	99	99	100
Number of students alternatively assessed	3	0	2	1	0
Percent of students alternatively assessed	2	0	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/Exceeds			86		67
Exceeds			36		25
Number of students tested			14		12
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>6. Asian</b>					
Meets/Exceeds	100	100	100	100	96
Exceeds	86	96	89	82	82
Number of students tested	37	27	37	33	28
<b>NOTES:</b>					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

12IL15

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	98	96	95	93	93
Exceeds	56	60	60	51	46
Number of students tested	139	124	176	142	160
Percent of total students tested	98	100	99	99	100
Number of students alternatively assessed	3	0	2	1	0
Percent of students alternatively assessed	2	0	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	6	1	0	1	0
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	5	7	8	7	9
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	4	3	4	3	2
<b>4. Special Education Students</b>					
Meets/Exceeds			57		50
Exceeds			21		0
Number of students tested	3	5	14	7	12
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	1	2	2	8	0
<b>6. Asian</b>					
Meets/Exceeds	100	100	97	94	93
Exceeds	64	70	73	58	61
Number of students tested	36	27	37	33	28
<b>NOTES:</b>					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

12IL15

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	99	98	98	99	99
Exceeds	65	65	66	67	61
Number of students tested	131	167	136	149	145
Percent of total students tested	100	98	99	99	98
Number of students alternatively assessed	0	3	1	2	1
Percent of students alternatively assessed	0	2	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/Exceeds		90			
Exceeds		20			
Number of students tested		10			
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested					
<b>6. Asian</b>					
Meets/Exceeds	96	97	100	100	100
Exceeds	92	78	81	78	86
Number of students tested	26	37	31	32	35
<b>NOTES:</b>					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

12IL15

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	96	95	96	94	92
Exceeds	58	61	60	57	50
Number of students tested	131	167	136	149	146
Percent of total students tested	100	98	99	99	99
Number of students alternatively assessed	0	3	1	2	1
Percent of students alternatively assessed	0	2	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	6	0	2	1	3
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	5	6	8	7	7
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	4	2	3	2	2
<b>4. Special Education Students</b>					
Meets/Exceeds		60			
Exceeds		10			
Number of students tested	3	10	6	8	5
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	1	1	3	3	0
<b>6. Asian</b>					
Meets/Exceeds	100	100	97	91	97
Exceeds	64	70	68	75	57
Number of students tested	36	27	31	32	35
<b>NOTES:</b>					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

12IL15

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	97	98	97	98	99
Exceeds	59	58	46	49	56
Number of students tested	167	125	156	142	143
Percent of total students tested	98	100	100	99	100
Number of students alternatively assessed	3	0	0	2	0
Percent of students alternatively assessed	2	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	4	1	0	2	0
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	7	7	8	5	8
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	7	1	3	3	4
<b>4. Special Education Students</b>					
Meets/Exceeds	80				
Exceeds	10				
Number of students tested	10	7	9	4	5
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	1	0	0	4	0
<b>6. Asian</b>					
Meets/Exceeds	95	100	97	100	100
Exceeds	74	85	69	65	80
Number of students tested	42	33	36	37	20
<b>NOTES:</b>					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

12IL15

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	95	96	98	96	93
Exceeds	60	61	56	65	55
Number of students tested	167	125	156	141	143
Percent of total students tested	98	100	100	99	100
Number of students alternatively assessed	3	0	0	2	0
Percent of students alternatively assessed	2	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	4	1	0	1	0
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	7	7	8	5	8
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	7	1	3	3	4
<b>4. Special Education Students</b>					
Meets/Exceeds	70				
Exceeds	0				
Number of students tested	10	7	9	4	5
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	1	0	0	3	0
<b>6. Asian</b>					
Meets/Exceeds	95	100	97	97	95
Exceeds	71	67	69	75	70
Number of students tested	42	33	36	36	20
<b>NOTES:</b>					
In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

12IL15

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	98	98	98	98	98
Exceeds	69	67	63	61	62
Number of students tested	438	416	468	433	448
Percent of total students tested	98	99	99	99	99
Number of students alternatively assessed	6	3	3	5	1
Percent of students alternatively assessed	1	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	14	2	2	4	3
<b>2. African American Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	20	20	24	19	23
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	16	6	10	8	8
<b>4. Special Education Students</b>					
Meets/Exceeds	47	40	41	0	36
Exceeds	5	9	17	0	13
Number of students tested	17	22	29	19	22
<b>5. English Language Learner Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	3	3	5	15	0
<b>6. Asian</b>					
Meets/Exceeds	97	98	98	100	98
Exceeds	82	85	79	74	83
Number of students tested	105	97	104	102	83
<b>NOTES:</b>					
In order to protect students identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

12IL15

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds	96	95	96	94	92
Exceeds	58	60	58	57	50
Number of students tested	437	416	468	432	449
Percent of total students tested	98	99	99	99	99
Number of students alternatively assessed	6	3	3	5	1
Percent of students alternatively assessed	1	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	16	2	2	3	3
<b>2. African American Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	17	20	24	19	24
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	15	6	10	8	8
<b>4. Special Education Students</b>					
Meets/Exceeds	43	27	27	0	27
Exceeds	0	4	10	0	0
Number of students tested	16	22	29	19	22
<b>5. English Language Learner Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	3	3	5	14	0
<b>6. Asian</b>					
Meets/Exceeds	98	100	97	94	95
Exceeds	66	68	70	69	61
Number of students tested	114	87	104	101	83
<b>NOTES:</b>					
In order to protect students identities, assessment performance results for listed groups with fewer than 10 students are not reported.					

12IL15